

GRADE 4 – UNIT 1 Examining the World Around Us	
MODULE A	MODULE B
Anchor and Supporting Texts	Anchor and Supporting Texts
Anchor Text (Tradebook) <i>The Tarantula Scientist</i> 890L Supporting Text (In Text Collection): <i>The Boy Who Drew Birds</i> 790L <i>The Frog Scientist</i> by Pamela S. Turner 950L	Anchor Text (Tradebook) <i>Skeletons Inside and Out</i> , Claire Daniel 770L Supporting Text (In Text Collection): <i>Movers and Shapers</i> , Dr. Patricia Macnair IG910L “King of the Parking Lot” by Ron Fridell 920L
Resources (included with the Text Collection)	Resources (included with the Text Collection)
Poetry <ul style="list-style-type: none">“Spider” by Shel Silverstein“The Frog” by Hilaire Belloc“Go Southward, Birds!” by Elizabeth Coatsworth	Poetry <ul style="list-style-type: none">“The Jellyfish and The Clam” by Jeff Moss“To the Skeleton of a Dinosaur in the Museum” by Lilian Moore “Skeletons” by Valerie Worth
GOALS	GOALS
Readers will be able to identify and analyze the point of view, features and text structure of narrative nonfiction texts. Writers will be able to create a narrative text based on the experiences as a scientist.	Readers will be able to compare, gather, and synthesize ideas from multiple sources of informational texts. Writers will be able to compose research based on questions about informational reading.
Big Idea and Content Connection	Big Idea and Content Connection
Research Cross Cutting Concept A system can be described in terms of its components and their interactions. (4-LS1-1), (4-LS1-2)	Research Cross Cutting Concept A system can be described in terms of its components and their interactions. (4-LS1-1), (4-LS1-2)
Enduring Understandings	Enduring Understandings
Readers compare and contrast point of view to understand and appreciate the experiences and lives of others. Writers use experiences and events to create and depict a life like experience. Researchers adopt specific habits as readers and writers and observers to watch and reflect upon the worlds they are studying.	Readers use information presented in different ways and from different sources to demonstrate understanding of a topic. Writers use organizational structures, specific word choice, and evidence when explaining a topic. Researchers use multiple sources to consider evidence and build an idea.
Essential Question(s)	Essential Question(s)
Readers: How does a reader consider point of view? Writers: How does a writer use experiences, narration, and description to compel a reader?	Readers: How do readers summarize ideas by using both text and supporting visuals for clues? Writers: How do writers research and share ideas from informational texts?
Formative Assessment	Formative Assessment
Formative Assessment 1. Students will step into the rainforest as Sam Marshall’s assistant, traveling through the rainforest in search of tarantulas. Students will explain events, procedures, and ideas that occur while searching for tarantulas. 2. Students will select a topic and “become” a researcher. Write a diary entry as if you are a researcher and tell us about your day. 3. Students will create a fictionalized researcher, pretend to	Formative Assessment 1. Students pretend they are DJs on a science radio show and have to tell an audience about one kind of animal. Using details and interactive elements, they will help paint a picture of what they want their listeners to learn about their animal.

be that person, and write about a day in the life of the researcher describing the setting in which they work and the events of a typical day.	
PBA Description	PBA Description
<p>Task: Biographical Spotlight</p> <p>Suggested PBA replacement: Students will conduct a short investigative project on a scientist/researcher who has made a difference. Students will use effective research techniques and conduct Internet research to find articles about the person's work.</p> <p>Students will write a biography that includes story elements and tells clearly and with detail the important events of this person's life, including his or her contributions. The students will use effective techniques and specific details to engage the audience.</p>	<p>Task: Infographic</p> <p>Students will select an animal of their choice and conduct a short investigative project on it.</p> <p>Students will do a quick-write about the chosen animal using an infographic structure.</p>
Standards	Standards
<p>Suggested replacement standards to address reading informational texts: <i>The Tarantula Scientist</i> and the <i>Frog Scientist</i>.</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>W4.3 Write narratives to develop real or imaged experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Suggested additional standards to address writing informational texts throughout the unit:</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.4.2e Provide a concluding statement or section related to the information or explanation presented.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
PBA Target Standards	PBA Target Standards
<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details,</p>

<p>W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.4.2e Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p>
Global Standards	Global Standards
RL4.2.; RL4.3.; RL4.6. RI4.1.; RI4.4.	RL4.1.; RL4.4.; RL4.10. RI4.1.; RI4.4.

GRADE 4 – UNIT 2 Interactions of Culture, Nature and Ways of Life	
MODULE A	MODULE B
Anchor and Supporting Texts	Anchor and Supporting Texts
<p>Anchor Text (Tradebook) <i>Hiawatha</i> NP (No Lexile) Literary Text (epic poem)</p> <p>Supporting Text (In Text Collection): “Pecos Bill” and “John Henry” from <i>American Tall Tales</i> by Mary Pope Osborne [77OL] -This book tells versions of the “Pecos Bill” and “John Henry” legends. Pecos Bill is about the famous cowboy and John Henry the steam driver. Includes excellent illustrations and contrasts nicely with the Native American legend. Both tales use hyperbole/exaggeration and nonliteral language to further their narratives.</p> <p>OR <i>How the Stars Fell into the Sky: A Navajo Legend</i> by Jerrie Dughton [78OL] <i>How the Stars Fell into the Sky</i> is an “Adam and Eve” type story. Both of these texts will work since theme, technique, and text structure is the instructional focus of this module.</p>	<p>Anchor Text (Tradebook) <i>The Birchbark House</i> 93OL Literary Text - 7-year-old Ojibwa girl Omakayas, or Little Frog, so named because her first step was a hop. The sole survivor of a smallpox epidemic on Spirit Island, Omakayas, then only a baby girl, was rescued by a fearless woman named Tallow and welcomed into an Ojibwa family on Lake Superior's Madeline Island, the Island of the Golden-Breasted Woodpecker. We follow Omakayas and her adopted family through a cycle of four seasons in 1847, including the winter, when a historically documented outbreak of smallpox overtook the island. Readers will be riveted by the daily life of this Native American family, in which tanning moose hides, picking berries, and scaring crows from the cornfield are as commonplace as encounters with bear cubs and fireside ghost stories. Omakayas is an intense, strong, likable character to whom young readers will fully relate--from her mixed emotions about her siblings, to her discovery of her unique talents, to her devotion to her pet crow Andeg, to her budding understanding of death, life, and her role in the natural world.</p> <p>Supporting Text (In Text Collection): <i>Social Studies Explorer The Midwest</i> (Social Studies Explorer series) (PAGES 4-10,15-23 ONLY) 97OL - An informational text detailing various aspects of the Midwest; including wildlife, cuisine, infrastructure, and government.</p> <p>“Northwest Coast Peoples” from Kids Discover, December 2007 by Lois Markham [97OL] - An article about the Northwest Coast Peoples and the ways in which their lives changed as they began to meet people from other cultures. It describes their family life and structure (similar in its connectedness to that of the tribe in <i>Birchbark House</i>) and also describes the current state of their culture.</p>
Resources (included with the Text Collection)	Resources (included with the Text Collection)
<p>Poetry:</p> <ul style="list-style-type: none">John Henry (traditional American song)“Back to Nature” by Marilyn Singer“Legends” by Avis Hardley	<p>Poetry:</p> <ul style="list-style-type: none">“A Birchbark Canoe” by Philemon Sturges“Ring Around the World” by Annette Wynne“Midwest” by Ruth De Long Peterson
Standards Highlights	Standards Highlights
<p>THEME</p> <p>TECHNIQUE</p> <p>TEXT STRUCTURE</p>	<p>MAIN IDEA</p> <p>EXPLAIN/ANALYZE EVENTS</p> <p>COMPARE & CONTRAST</p>
GOALS	GOALS
<p>Readers will determine themes in poems and dramas.</p> <p>Writers will write clearly and coherently, using dialogue and sensory language to enhance theme.</p> <p>Learners will recognize the interconnectedness of culture and nature.</p>	<p>Readers will compare and contrast texts to analyze ideas.</p> <p>Writers will use text based evidence to write a compare and contrast essay.</p> <p>Learners will explore how interactions among communities impact the culture and ways of life of people.</p>
Big Idea and Content Connection	Big Idea and Content Connection
<p>Tradition</p> <p>Interactions</p> <p>Culture</p> <p>Social Studies Content Connection 4.5 Native Americans had unique settlement patterns and ways of interacting with the environment.</p>	<p>Tradition</p> <p>Interactions</p> <p>Culture</p> <p>Social Studies Content Connection 4.6.d Interactions between European settlers and Native Americans changed the cultures and ways of life for all groups.</p>
Enduring Understandings	Enduring Understandings
<p>Readers understand that the theme in poetry or drama can be interpreted from the details.</p>	<p>Readers understand that comparing and contrasting texts builds knowledge.</p>

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)

<p>Writers understand that dialogue and description reveal how characters respond and react to situations.</p> <p>Learners understand that cultures interact with and interpret nature in different ways.</p>	<p>Writers understand that they can draw evidence from literary text and informational text to support analysis, reflection and research.</p> <p>Learners understand the impact of communities on one another.</p>
Essential Question(s)	Essential Question(s)
<p>Readers: How does a reader identify themes?</p> <p>Writers: How does a writer develop and organize writing that matches purpose and audience?</p> <p>Writers: How does a writer use internal and external dialogue to develop the theme of the story?</p>	<p>Readers: How do readers compare and contrast topics?</p> <p>Writers: How does a writer use evidence to support ideas of compare and contrast in an essay?</p>
Writing Activities (FORMATIVE ASSESSMENT)	Writing Activities (FORMATIVE ASSESSMENT)
<p>1. Students will use quotations from <i>Hiawatha</i> to show examples of where they see a central theme in action, in illustrations or words. Students will write in response to the quotation.</p> <p>2. Using the poem <i>Hiawatha</i> or one of the legends as a model, students will write about a day in the life of a child. Students should be instructed to mimic the author’s poetic or dramatic forms in their response.</p> <p>3. Students will respond to the poems or legends offered in this unit using their personal perspective on mood, feeling, and tone.</p>	<p>1. Students will examine how life in the home is explained in both <i>Birchbark House</i> and <i>Northwest Coast Peoples</i> and explain which text did a better job of writing about this subject. Students should include reasons that are supported by facts and details.</p> <p>2. Students will cite quotes from the <i>Birchbark House</i> in a brief “radio interview” acting as a person who lived at that time. The interview should persuade listeners on why s/he acted the way s/he did.</p> <p>3. Students will write a book review of Erdrich's text for the class blog. They should include whether they would recommend the book to others and explain why.</p>
PBA Description (PBA revised 6/6/13)	PBA Description
<p>Task: Writing A Legend</p> <p>Since often legends such as Pecos Bill and John Henry were used to explain inexplicable events or to reassure people about the future, they frequently contain a mixture of truth and fantasy. Students should demonstrate their knowledge of this balance through the writing of this legend.</p> <p>Students will write a narrative legend that reflects the qualities of the genre, including elements of truth, culture, bigger than life characters and resolution of a problem that challenges ways of life, using real or imagined experiences or events from history. Students will develop theme, technique and text structure to create an engaging example of a legend for their peers.</p> <p>Students will share their legends as people did in the day when legends were popular, creating the mood and spirit of performance.</p> <p>Students will:</p> <ul style="list-style-type: none">• write narratives to develop imagined events using effective technique, descriptive details and clear event sequences• orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.• use dialogue and description to develop experiences and events or show the responses of characters to situations.• use a variety of transitional words and phrases to manage the sequence of events.• Use concrete words and phrases and sensory details to convey experiences and events precisely.• provide a conclusion that follows from the narrated experiences or events• produce clear and coherent writing in which the development and organization are appropriate to the task of writing a legend. <p>tell a story in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly at an understandable pace.</p>	<p>Task: Compare-and-Contrast Essay</p> <p>Students will write an opinion piece that examines a topic and expresses an opinion clearly. Students will examine daily life in the cultures of the Ojibwa from <i>The Birchbark House</i> and the people of the Northwest Coast from <i>Northwest Coast Peoples</i> and explain which book did a better job of writing about Native American life.</p> <p>Students will:</p> <ul style="list-style-type: none">• Introduce a topic, stating an opinion.• Use specific evidence from <i>Birchbark House</i> and <i>Northwest Coast Peoples</i> to support their opinion.• Write a conclusion that summarizes their opinion.• Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.• Link ideas within categories of information using words and phrases (e.g., <i>for instance, in order to, in addition</i>).• Provide a concluding statement or section related to the opinion presented.
Supporting Standards Taught*	Supporting Standards Taught*
<p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information from the text.</p> <p>RL.4.9 Compare and Contrast the treatment of similar themes and topics and patterns of event in stories, myths and traditional literature from different cultures.</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)

GRADE 4 – UNIT 3 EXPLORING IMPACT AND EFFECT	
MODULE A	MODULE B
Anchor and Supporting Texts	Anchor and Supporting Texts
<p>Anchor Text (Tradebook): Informational Text <i>Earthquakes</i>, Seymour Simon, 1010L</p> <p>Supporting Text (In Text Collection) <i>Quake!</i> Gail Karwoski, 770L (Summary: It is April 18, 1906 in San Francisco, California. Jacob slips out of the wooden boarding house where he lives with his immigrant father and little sister Rosie, when suddenly the ground beneath his feet begins to rumble, buildings collapse and the street splits wide open as Jacob runs to find safety from a devastating earthquake. He returns to find his father and sister...but there is nothing left of the building but a pile of sticks. Jacob and his dog join the throng of other people searching for shelter, food, fresh water...and loved ones who are missing.)</p> <p>Supporting Text (In Text Collection) <i>Earthshaker’s Bad Day</i>, Gaby Tirana, 740L (Summary: a myth about Poseidon’s role as “Earth-shaker”)</p> <p>Supporting Text (In Anthology) <i>The Monster Beneath the Sea</i>, by Stacia Deutsch, 780L (Summary: a Japanese style tale about Namazu, the earthquake fish.)</p>	<p>Anchor Text (Tradebook): Informational Text <i>Anatomy of a Volcanic Eruption</i>, Amie Jane Leavitt, 890L</p> <p>Supporting Text (Tradebook): Informational Text <i>Erosion: How Land Forms, How It Changes</i>, Darlene Stille,1100L</p> <p>Supporting Text (In Text Collection) <i>Escape from Pompeii</i>, Christina Balit, NC920L (Summary: The eruption of Mount Vesuvius in AD 79 meant death for most of the Roman citizens living in Pompeii. But some people must have survived, and Christina Balit has used this as the starting-point for her story. It tells of Tranio, an actor's son, and his friend Livia, the baker's daughter, who witness the destruction of their beloved city.)</p>
Poetry (included with the Text Collection)	Poetry (included with the Text Collection)
<ul style="list-style-type: none">“Instructions for Earth’s Dishwasher” by Lisa Westberg Peters“Natural Disasters” by Marilyn Singer“Islands” by Marilyn Singer	<ul style="list-style-type: none">“Living with Lava” by Lisa Westberg Peters“Mount Saint Helens” by Diane Siebert“Center of the Earth” by Marilyn Singer
Standards Highlights	Standards Highlights
Analysis Evidence Point of View	Inference Synthesis Point of View Text Structure
GOALS	GOALS
<p>Readers will analyze characters, settings, events, and themes in a story, drama, myth, and/or legend.</p> <p>Writers will describe characters in detail, and will create a literary essay to analyze characters, settings and events and their impact on each other.</p> <p>Learners will understand that the ways in which people explain natural phenomena change over time.</p>	<p>Readers will quote directly from the text when drawing inferences, synthesizing, and analyzing the text.</p> <p>Writers will draw evidence from informational texts to support analysis, reflection and research.</p> <p>Learners will examine the effects of change to the Earth’s surface.</p>
Big Idea and Content Connection	Big Idea and Content Connection
<p>Impact</p> <p>4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</p>	<p>Effect</p> <p>Science Content Connection</p> <p>4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</p> <p>4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</p>
Enduring Understandings	Enduring Understandings
<p>Readers understand that recognizing story elements enables readers to think, talk, and deepen understanding of a text.</p> <p>Writers understand that writers draw evidence from literary text to analyze ideas.</p>	<p>Readers understand that they use specific strategies to help them understand what they read.</p> <p>Writers understand how to use research to convey information clearly.</p>

Learners understand that science is a newer method of explaining natural phenomena.	Learners understand the impact and effect of nature on the environment and humankind.						
Essential Question(s)	Essential Question(s)						
<p>Readers: How can readers use informational texts to bolster understanding of a literary text?</p> <p>Writers: How do writers use evidence from informational text to support analysis of ideas?</p>	<p>Readers: How do I draw inferences, synthesize and analyze text to develop understanding?</p> <p>Writers: How do writers research and share ideas from informational texts?</p>						
FORMATIVE ASSESSMENT	FORMATIVE ASSESSMENT						
<p>1. Pretend you are a reporter at the 1906 San Francisco earthquake. Write a brief explanation of what happened, showing clear writing and organization of text. Then explain the most significant impact of the event, providing reasons supported by facts and details that support a point of view about the topic.</p> <p>2. Write an opinion in response to the following prompt: Many people choose to live in areas that are earthquake-prone. Would you live in an area that is earthquake-prone? Explain why or why not. Use textual evidence to support your opinion. Use linking words to connect an opinion to the reasons for that opinion.</p> <p>3. Students will use either Earthshaker's Bad Day or The Monster Beneath the Sea and Quake! to support their answer: Compare and contrast the texts. Which text do you think offers a stronger account of a particular phenomenon? Why? What elements in the text support the account best?</p>	<p>1. Students will quote accurately from <i>Anatomy of a Volcanic Eruption</i> and <i>Erosion: How Land Forms, How It Changes</i>, when explaining what the text says explicitly and when drawing inferences from the text.</p> <table><tr><td>Inference <i>What do you think will happen?</i></td><td>Clue <i>A quote that led you to that inference.</i></td><td>Proof <i>A quote that proves whether or not your inference was correct.</i></td></tr><tr><td></td><td></td><td></td></tr></table> <p>2. Students will research volcanoes/erosion noting important similarities and differences in their impact on others. Students will then create a news bulletin that informs readers about the impact of the natural disaster on the Earth and its inhabitants.</p> <p>3. Students will draw on information and multiple sources to answer the question: <i>How can we reduce the impact of natural Earth processes on humans?</i></p>	Inference <i>What do you think will happen?</i>	Clue <i>A quote that led you to that inference.</i>	Proof <i>A quote that proves whether or not your inference was correct.</i>			
Inference <i>What do you think will happen?</i>	Clue <i>A quote that led you to that inference.</i>	Proof <i>A quote that proves whether or not your inference was correct.</i>					
PBA Description	PBA Description						
<p>PBA Task: Compare and Contrast Texts</p> <p>Students will compare and contrast two to three of the texts they have read. Students will:</p> <ul style="list-style-type: none">produce clear and coherent opinion supporting their point of view on which texts most effectively teach about the impact of natural processes on human beings.create a clear organizational structure that groups related ideas together.provide reasons that are supported by facts and details with evidence from the texts.use linking words to connect the opinion to the reasons given.provide a concluding statement that compares the themes and/or topics in the texts and summarizes the opinion stated.	<p>Task: During this unit students read <i>Anatomy of a Volcanic Eruption</i> and <i>Erosion: How Land Forms, How It Changes</i>. Students will write informative/explanatory news reports to examine the effects of change to the Earth’s surface.</p> <p>Possible Research Topics:</p> <ul style="list-style-type: none">Hurricanes and Nor'eastersTornadoes, thunderstorms, and floodsVolcanoesErosion <p>Students will:</p> <ul style="list-style-type: none">introduce the topic clearlygroup related information into paragraphsformat paragraphs with headingsinclude illustrations and other forms of multimediadevelop the topic with evidence including facts, definitions, details and quotationslink ideas togetheruse precise and domain specific vocabularyprovide a concluding section						
Standards*	Standards*						
<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions)</p> <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g. Herculean).</p> <p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a</p>	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions)</p> <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g. Herculean).</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and</p>						

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)

<p>point of view with reasons and information.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.9a Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>categorize information, and provide a list of sources.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
PBA Target Standards	PBA Target Standards
<p>CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CCSS.ELA-Literacy.W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>CCSS.ELA-Literacy.W.4.1b Provide reasons that are supported by facts and details.</p> <p>CCSS.ELA-Literacy.W.4.1c Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>CCSS.ELA-Literacy.W.4.1d Provide a concluding statement or section related to the opinion presented (W.4.1.a–d)</p>	<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform aut or explain the topic. Provide a concluding statement or section related to the information or explanation presented (W.4.2.a–e).</p>

GRADE 4 – UNIT 4 Creating Innovative Solutions	
MODULE A	MODULE B
Anchor and Supporting Texts	Anchor and Supporting Texts
<p>Anchor Text (Tradebook): Literary Text <i>Lunch Money</i>, Andrew Clements, 840L (Summary: Greg Kenton has two obsessions -- making money and his long-standing competition with his annoying neighbor, Maura Shaw. So when Greg discovers that Maura is cutting into his booming Chunky Comics business with her own original illustrated minibooks, he's ready to declare war. The problem is, Greg has to admit that Maura's books are good, and soon the longtime enemies become unlikely business partners. But their budding partnership is threatened when the principal bans the sale of their comics in school. Suddenly, the two former rivals find themselves united against an adversary tougher than they ever were to each other. Will their enterprise -- and their friendship -- prevail?)</p> <p>Supporting Text (In Text Collection): Literary Text <i>Coyote School News</i>, Joan Sandin, 730L (Summary: Every day, Monchi and his five brothers and sisters take a long, bumpy bus ride to Coyote School, where there are twelve students who each write for Coyote School News. Through their articles and drawings we learn all about their exciting 1938 school year-from the Christmas piñata, the new baseball team, and the Perfect Attendance Competition to La Fiesta de los Vaqueros, the biggest annual ranch celebration.)</p> <p>Supporting Text (In Text Collection): Literary Text <i>Max Malone Makes a Million</i>, Charlotte Herman, 810L (Summary: A newspaper article inspires eight-year-old Max and his best friend to try their hand at entrepreneurship in this carefree caper.)</p>	<p>Anchor Text (Tradebook): Informational Text <i>Using Money</i>, Gail Fay, 920L (Summary: This title takes a look at checking and savings accounts and the various ways that people use their money.)</p> <p>Supporting Text (Tradebook): Informational Text <i>The Stock Market</i>, Max Winter, 900L</p> <p>Supporting Text (In Text Collection): Informational Text <i>The Boy Who Invented TV</i>, Kathleen Krull, 860L (Summary: Plowing a potato field in 1920, a 14-year-old farm boy from Idaho saw in the parallel rows of overturned earth a way to “make pictures fly through the air.” This boy was not a magician; he was a scientific genius and just eight years later he made his brainstorm in the potato field a reality by transmitting the world’s first television image.)</p>
Poetry (included with the Text Collection)	Poetry (included with the Text Collection)
<ul style="list-style-type: none">“Lunch Money” by Carol Diggory Shields“Gold” by Pat Mora“Bronze Cowboys” by Carole Boston Weatherford	<ul style="list-style-type: none">“Smart” by Shel Silverstein“A Last Word About Inventions” by Charise Harper“Homework” by Russell Hoban
Standard Highlights	Standard Highlights
Theme Story Elements Analyzing Words and Phrases	Drawing Conclusions Reasons and Evidence Integrate Information
GOALS	GOALS
<p>Readers will analyze the elements of stories: characters, setting, problem, events leading up to solution, and theme.</p> <p>Writers will use narrative elements to write a story that is real or imagined.</p> <p>Learners will explore how creativity, cooperation, and innovation can make a difference in people’s lives.</p>	<p>Readers will draw conclusions from evidence from the text.</p> <p>Writers will conduct research to build knowledge.</p> <p>Learners will learn about innovative ideas that spark economic growth.</p>
Big Idea and Content Connection	Big Idea and Content Connection
<p>Innovative Solutions</p> <p>Social Studies Content Connection – 4.14.d Creativity and innovation have led to improvements in access to information and the creation of new products and services.</p>	<p>Innovative Solutions</p> <p>Social Studies Content Connection</p> <p>4.14 Technological innovations in the state have sparked economic growth as New York has developed during its history.</p> <p>4.14.d Creativity and innovation have led to improvements in access to information and the creation of new products and</p>

	services.																						
Enduring Understandings	Enduring Understandings																						
Readers understand the elements of narrative texts and how to use them to determine the theme of the story. Writers understand that they can draw evidence from literary texts to analyze, research and reflect. Learners understand that collaboration often leads to creative solutions.	Readers understand that authors use reasons and evidence to support particular points in the text. Writers understand that research builds knowledge through investigation of different aspects of a topic. Learners will understand that innovation is important for sustained economic growth.																						
Essential Question(s)	Essential Question(s)																						
Readers: How do readers describe in depth the characters, themes and settings of a story? Writers: How do writers support their point of view with reasons and information?	Readers: How can readers use reasons and evidence to explain information? Writers: How do writers develop the topic with facts, definitions, concrete details, quotations or other information and examples?																						
Sample Writing Activities	Sample Writing Activities																						
1. Students will describe the characters, setting, and events from <i>Lunch Money</i> , <i>Coyote School News</i> , or <i>Max Malone Makes a Million</i> . Students will draw on specific details in the text to better understand the decisions the characters make. <table><tr><td>somebody</td><td>wanted</td><td>but</td><td>so</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> 2. Students will determine the theme of <i>Lunch Money</i> as revealed through the main character. Students will create a chart that documents the actions, thoughts and feelings of this character. <table><tr><td>Title</td><td>Chapter pg</td><td>Feelings of the Main Character</td><td>Thoughts and Conversations</td><td>What does the main character learn?</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	somebody	wanted	but	so					Title	Chapter pg	Feelings of the Main Character	Thoughts and Conversations	What does the main character learn?						1. Students will read <i>Using Money</i> and <i>The Stock Market</i> and use the details in the text to explain how an author uses reasons and evidence to support particular points in a text. Students should then explain which writer did a better job of making his or her points. <table><tr><td>Main Points</td><td>Evidence/Details/Location</td></tr><tr><td></td><td></td></tr></table> 2. Students will integrate information from <i>The Stock Market</i> and <i>The Boy Who Invented TV</i> in order to argue which text did a better job of explaining how innovation led to the creation of new products and services. 3. Students will use the information from the texts in this unit to respond to the prompt: Persuade readers on why innovation is needed for economic growth. Use details from the texts to support your opinion.	Main Points	Evidence/Details/Location		
somebody	wanted	but	so																				
Title	Chapter pg	Feelings of the Main Character	Thoughts and Conversations	What does the main character learn?																			
Main Points	Evidence/Details/Location																						

<div><div></div><div></div><div></div><div></div><div></div></div> <p>Students will use this evidence in the text to summarize the theme.</p> <p>3. Students will think about the decisions the characters made in <i>Lunch Money</i> and <i>Max Malone Makes a Million</i> and how those decisions impacted them. Students will use evidence from the text to support their opinion.</p>	
PBA Description	PBA Description
<p>Task: Innovative Solution Short Story:</p> <p>In both <i>Lunch Money</i> and <i>Coyote School News</i>, the characters have work together to come up with creative solutions.</p> <p>Students will write narratives (a short story) about a character who has a problem or a challenge and solves it with an innovative solution (real or imagined). Students will use effective technique, descriptive details, and clear event sequences to develop the narrative. Students will:</p> <ul style="list-style-type: none">• Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.• Use dialogue and description to develop experiences and events or show the responses of characters to situations.• Use a variety of transitional words and phrases to manage the sequence of events.• Use concrete words and phrases and sensory details to convey experiences and events precisely.• Provide a conclusion that follows from the narrated experiences or events.	<p>Task: Innovation Project Proposal</p> <p>Students will create a project proposal for their own innovative idea and persuade investors to invest in it. With the text <i>Using Money</i> as a reference, especially the pages featuring innovators themselves (pages 39 and 41 for example), the students will:</p> <ul style="list-style-type: none">• Introduce their project clearly, and create an organizational structure that supports their purpose.• Provide reasons that are supported by facts and details.• Link reasons using words and phrases (e.g., for instance, in order to, in addition).• Provide a concluding statement related to the opinion presented.
Standards*	Standards*
<p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace</p>
PBA Target Standards	PBA Target Standards
<p>W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and evidence.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped</p>

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit

(Gradual Release Model throughout Year)

<div><div><div>a</div><div>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</div></div><div><div>b</div><div>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</div></div><div><div>c</div><div>Use a variety of transitional words and phrases to manage the sequence of events.</div></div><div><div>d</div><div>Use concrete words and phrases and sensory details to convey experiences and events precisely.</div></div><div><div>e</div><div>Provide a conclusion that follows from the narrated experiences or events.</div></div></div>	<div><div>to support the writer’s purpose. b. Provide reasons that are supported by facts and details.</div><div>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</div><div>d. Provide a concluding statement or section related to the W.4.1.a–d opinion.</div></div>
---	--